Only Connect: A Collaborative Model for ePortfolio Initiatives

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ePortfolio Pilot: Research Questions

• What is the level of experience of the faculty/mentors and students with ePortfolios at the beginning of this pilot?

• What is the general feeling of satisfaction with using an ePortfolio platform, on the part of faculty/mentors and students, at the end of the experience?

• What are the characteristics of the various ePortfolio experiences when faculty/mentors have broad pedagogical freedom to employ the tool?

• Is there any relationship between the nature of the ePortfolio experience and student achievement on written communication or reflection?
ePortfolio Pilot: Methodology

• Data were collected via student survey (n=33), faculty survey (n=45), and student work products (n=34)
• Student and faculty surveys were distributed electronically at the end of the semester
• Student reflective artifacts were collected from the submitted ePortfolios and scored on various dimensions of two rubrics: critical reflection and the AAC&U VALUE written communication rubric
• Scores and survey responses were matched for analysis when possible
ePortfolio Pilot: What is the level of experience of the faculty and students with ePortfolios?

Faculty Prior Experience with ePortfolios

Student Prior Experience with ePortfolios
ePortfolio Pilot: What are the characteristics of the various ePortfolio experiences?

**Faculty Timing of ePortfolio Creation**
- Over Time: 100.0%
- All at Once: 0.0%

**Types of Templates Used**
- Made My Own: 0.0%
- Premade: 90.0%
- Premade; Made My Own; Students Made: 10.0%
- Premade; Students Made: 0.0%
- Students Made: 0.0%
ePortfolio Pilot: *What are the characteristics of the various ePortfolio experiences?*

**Faculty Provided Explicit Instructions about What to Include**

- Yes: 100.0%
- No: 0.0%

**Participants’ Use of Training Resources**

- Yes: 90.0%
- No: 10.0%
ePortfolio Pilot: What is students’ general feeling of satisfaction with using an ePortfolio platform?

- How do you feel about using ePortfolios after this semester?
- Will you continue to use the ePortfolio after this semester?
ePortfolio Pilot: *What is students’ general feeling of satisfaction with using an ePortfolio platform?*

1. I can better identify examples of how I have used prior knowledge in a new situation

2. I can better identify the different types of knowledge/skills that I developed through different experiences
ePortfolio Pilot: What is faculty’s general feeling of satisfaction with using an ePortfolio platform?

Using ePortfolios in Teaching

Themes from Open Feedback about Using ePortfolios
ePortfolio Pilot: *What is the relationship between the nature of the ePortfolio experience and student achievement?*

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**Score Distributions on Critical Reflection and Written Communication Dimensions**

- **EBC1 Intention**
- **EBC3a Reflection**
- **WC1 Context and Purpose for Writing**
- **WC2 Content Development**
- **WC 5 Control of Syntax and Mechanics**

![Score Distributions Chart](chart.png)
ePortfolio Pilot: *What is the relationship between the nature of the ePortfolio experience and student achievement?*

• There was a statistically significant difference in student scores on “Control of Syntax and Mechanics” for three course experience characteristics:
  • For the eportfolios, did you (faculty) utilize the premade templates provided for you, did you make your own templates, or did students create their own templates?
    • “students creating their own” scoring highest
  • How do you (faculty) feel about using ePortfolios in general in your course or program after this semester?
    • “Like” scoring highest
  • How do you (faculty) feel about the ePortfolio software in particular?
    • “neutral” scoring highest
ePortfolio Pilot

- Assessment perspective: *For assessment purposes, the use of ePortfolios on an institutional level is not as efficient as other means of authentic assessment (longer scoring time, submission issues). However, in this pilot, ePortfolios did seem to have value at the course level or program level to enhance student learning.*

- Faculty: *I think that ePortfolios could be good tools for encouraging students to reflect on their learning and the skills they are developing, but [the software] was very glitchy and the students felt frustrated with the platform.*

- Student: *We used the...ePortfolio to start thinking about careers in the future. I think it is valuable to learn what you need to land a job but the program we used was very clunky and restricting. It is very difficult to make an ePortfolio truly unique.*
This portfolio exists to showcase the work I am the proudest of. The documents I selected are unique because each of them shows different aspects of what a professional writer can do. The first piece is a Literature Review that analyzes different voices on the issue of cyber-terrorism. The Literature Review weaves together the different perspectives in a way that an annotated bibliography cannot. Next, an example employee manual for a fictitious company. After editing the text, I used Adobe InDesign to format the document. The last text-heavy document is a story that I covered in for a journalism class. I attended the “Taking the Pulse on Poverty” event hosted by UNCW and interviewed three sources.

My last two pieces focus on what a professional writer can do outside of a page. I created a podcast to explore the scientific aspects of the influenza vaccine. The podcast has three driving questions that try to answer if the influenza vaccine is effective. My final piece is a video that my team made for the Burgwin-Wright house. We set out to highlight the Burgwin-Wright house's role in the community. These documents were created because of the freedom I was given with each assignment. Creativity can be the result of strict guidelines. Equally, though, exploration can be the result of freedom.
Loren Bullock

Research Essay

I wrote this essay in my ENG 303 course, which was Reading and Writing Arguments. I heavily researched dissection alternatives, comparing them until I could recommend one. I then analyzed the style of my argument, pointing out aspects such as language, tone, purpose, arrangement, and audience. This allowed me to see not only the argument I made but the tools I used to effectively make it as well.

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Researched Argument 2: One Green Planet Article
Finding the Best Dissection Alternative for NC Schools

I remember back in the seventh grade when I was forced to dissect a frog in the name of science—and my grade—even though I did not want to. This, however, does not have to be every North Carolina student’s experience. The North Carolina Essential Standards for Science lists alternative options for each animal (from frog to cat) that you can lobby for in your schools. Because frogs are the most common animal used in dissection conversation, we are going to break down those alternatives, for the sake of this article, and try to find the best one for students. In my opinion, the McGraw-Hill Virtual Lab Frog Dissection alternative is the best alternative because it is affordable and has the same benefits as live dissection.

Okay, But Are They All Affordable? Accessible?

Obviously, there is going to be the question of money and availability, Schools,
The Burgwin-Wright House, a museum in downtown Wilmington, was looking for a promotional video that they could share. Our group focused on The Burgwin-Wright House’s ties to the community by interviewing an artist who showed their pieces there.
Reflecting On My Time In Morton Hall

Being a part of the professional writing program at University of North Carolina- Wilmington, participating in unique internships and taking specific classes has all taught me how to write, edit and design many different types of writings.

In Writing for Teachers (English 304) with Dr. Malo, I learned how to design a writing unit for high school students. Designing such units, explaining each specific and important part of writing and completing the assignments we would assign to the students really taught me the importance of these elements in writing.

In Rhetorical Theory Since 1900 (English 389) with Dr. Bushman I have learned about the importance of words. Through studying rhetorical theories and applying them to contemporary discourse, I am better able to understand all types of works and better write all types of pieces.

Within the required Senior Seminar (English 496) I have had to use Adobe Spark for presentations and Adobe Premier Pro for a project. Prior to this course I was not familiar with any programs with Adobe. However, Dr. Reilly assigned us with interesting projects to make us more comfortable with these programs. I can now create more interesting and interactive projects in the future.

While taking Dr. Noland’s Structure of English Language (English 321) I learned about the basic components of written and spoken language.
House Hop

Created in Canva. 3 open houses on the same day. We branded it as a "House Hop," and made it an event.
Involvement

I have participated in the UNCW Study Abroad Program and spent my Spring 2018 semester at the University of Hertfordshire in England. There, I was able to travel to seven European countries and immerse myself in different cultures. I hope to go to Krakow, Poland to attend Soap!, a very popular technical writing conference.

I have also worked with the Special Collections program at Randall Library since 2016. My position involves summarizing archival and historical documents into language for the public to read. I transfer electronic archives from systems and formulate efficient techniques to organize data.

I have recently accepted an internship position with the Environmental Health & Safety Program at UNCW. I hope to gain skills and experiences to better my scientific communication and writing abilities. Some projects that I will work on, include writing environmental grants and proposals.

I have also maintained a position on the Honor Roll since my freshman year at UNCW.